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The

# NATIONAL ASSOCIATION of CORPORATION SCHOOLS

## Bulletin

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Volume III | April, 1916

Association Activities

Educational Work of Swift & Company

To Eliminate Wastage Aim of Federal Educational Bill

Conclusions Based on Richmond Survey

Vocational Guidance Analyzed

Telling the "Grange" the value of Education

Correcting Faults in Shop Training

Co-operation System Solves Educational Problem

PUBLISHED BY ORDER OF THE
EXECUTIVE COMMITTEE

# The National Association of Corporation Schools

Headquarters, Irving Place and 15th Street, New York City

## Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen, and to provide a forum where corporation school officers may interchange experiences. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

## Functions

The functions of the Association are threefold: to develop the efficiency of the individual employe; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

## Membership

*From the Constitution—Article III.*

SECTION 1.—Members shall be divided into three classes: Class A (Company Members) Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employes. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

## Dues

*From the Constitution—Article VII.*

SECTION 1.—The annual dues of Class A members shall be $50.00.

SECTION 2.—The annual dues of Class B members shall be $5.00 and the annual dues of Class C members shall be $10.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons exist for continuing members on the roll.

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The National Association of Corporation Schools

# Bulletin

Published by Order of the Executive Committee
Edited by F. C. Henderschott, Executive Secretary

25 Cents a Copy $2.00 For a Year

Volume III April, 1916 No. 4

## DEFINING VOCATIONAL GUIDANCE

One of the new and forceful thoughts in connection with a broader and more comprehensive system of education for the American youth is that of vocational guidance. This thought has not been without its champions and many strange theories have been advanced. Psychology has been looked to with the strong hope that help could be secured from this source. However, psychology is an undeveloped science and the best that may be hoped for from it at this time is assistance in carrying on experimental tests. The faker has not been wanting. Many theories based on phrenology or some similar exploded theory have been widely exploited, the real object being to capitalize the theory before it could be proven worthless.

In a recent issue of the *Unpopular Review* a most helpful article appears on the subject of "Vocational Guidance" and through the courtesy of Henry Holt, the publisher of this periodical, the BULLETIN has received permission to reproduce this article for our readers. It will be found elsewhere in this issue.

The vocational guidance movement in some respects is parallel to the story of the proverbial dog which was fond of chasing its own tail around a circle thus every so often passing the starting point. However, in different sections of the country movements are being tested which promise well. One of these movements finds its center in the Bronx Borough, New York City, another in Newark, New Jersey, and still another in New Britain, Connecticut. Experiments have also been inaugurated in other communities and it seems safe to predict that in a few years at most American youths will be provided with some sane and tried system through which in some measure they can be started in the work they like to do and in which calling they will at least be most productive, thus insuring a greater degree of success.

## ORGANIZED LABOR FAVORS INDUSTRIAL EDUCATION

Samuel Gompers, President of the American Federation of Labor, told the National Civic Federation in a speech often interrupted by applause that organized labor throughout the United States favored education of the wage earners upon an equality of all other citizens in manual training, physical and mental development in organizing, officering, administering and leading in operations of a military character for the defense of the country.

"Industrial education and vocational training as a part of the educational system of the state with financial aid of the federal government.

"Education of the young, physical and mental; including the art and the duty of defense, the ability to bear arms, the inculcation of the ideals of democracy, civic rights, duties and obligations.

"Inculcate in all our people a social conscience for a better concept of industrial justice."

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## CHANGING CURRICULUMS IN PUBLIC SCHOOLS

In Minneapolis an interesting experiment is being made. Educators and business men are attempting to co-operate to the end that it may be known just what should be taught in the public schools to insure best results to the student, the industries of the city, and society as a whole.

The first move, logically, was a request on the part of the educators for the business members of the committee to advise what should be taught in the public schools. The weakness of the plan lies in the fact that business men do not know what should be taught in the public schools as they have not given thought or attention to educational problems. Suggestions which will come from the business representatives on the committee will undoubtedly be too narrow and too much in the interests of industry. Even so learned an educator as Dr. C. A. Prosser assumes a condition and makes this condition the basis of the committee's work. Said Dr. Prosser, "Trade can inform school men as to what to teach and then it will be for the educators to translate this into courses and methods."

Dr. Prosser evidently overlooks the fact that there are many more interests involved in what is taught in the public schools than merely the interests of the business of the city. It is true

that our public schools have not sufficiently considered the interests of business, or, perhaps, more properly put, the interests of the child who is to enter business, but the supposition that all the public schools must do to become ideal is to ascertain the requirements of the business of a community and then shape courses to meet those requirements, is erroneous reasoning. There is yet no definite, crystalized opinion as to just how much of an industrial character should be incorporated in public school courses. This is the first big point to be determined.

Dr. Robert L. Reid, principal of the high school of Keokuk, Iowa, in a recent address, delivered at a meeting of the Men's Club of that city, elucidated a different viewpoint as to what constitutes effectiveness in public schools.

Dr. Reid said that the Keokuk system did not pose as a vocational system that prepared the individual to go to his life work and exhibit the earmarks of a specialist at once. Rather it furnished the vision and foundation and general cultural elements that would make him fit in and become adjusted to any new system that chance offered. The student won't have all the skill that goes with vocational training, but will prove himself more efficient on a broader basis.

Dr. Reid discussed the Gary vocational plan, but said that the school system there was a peculiar one that had grown over night with a peculiar industrial system. It was a necessary and right one. But in a place like Keokuk, where the roots of education were old and deep, there could be no revolutionary upheaval of the established form; rather it had to come gradually as the industrial growth of the city warranted it. He explained that this gradual change was coming about and that it was entirely a natural and desirable change.

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## THE BROADER VIEW OF INDUSTRIAL EDUCATION

In the past we have felt it necessary to comment unfavorably upon some of the ideas on education expressed by Dr. Frederick W. Roman, Professor of Economics in Syracuse University.

In a recent address before the Central New York Vocational Teachers Association, Dr. Roman took what to us seems a broader and fairer position as to the ideals and advantages of vocational training. We really do not fear the labor union any more than we fear the corporations. While it is probably true that there

are and there may be found corporations or labor unions whose view-point, as to what industrial education should result in, will be too narrow, in the present day it is impossible to conceive of either a corporation or a labor union influencing education against the best interests of the community. The problem is too large and there are too many able minds concentrated on its solution.

Dr. Roman spoke of the vocational school being the result of economic needs and American idealism. Illustration was made of the influence of this idealism in the schools, and the many types of industrial classes found here that are not found abroad were mentioned in detail. Teachers were warned as citizens of the United States of the danger of the labor unions getting hold of the vocational school graduates and dictating terms of work to them. The closing point was that the strength of the country lies in the efficiency of its industrial population and not in the force of its arms.

We agree with the conclusions reached by Dr. Roman, except as to the danger of the labor unions having a detrimental influence upon the vocational school graduates. We especially commend the last conclusion reached by Dr. Roman. The real efficiency of any country lies in the training of those who are to be connected with the two greatest sources of original wealth—the factory and the farm.

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## NEW JERSEY SCHOOLS' COST

New Jersey's greatest enterprise, the education of its children, cost $33,535,379.62 for the school year which closed June 30, 1915, increase of $1,955,192.92 over the previous year, according to Dr. Calvin N. Kendall, State Commissioner of Education.

The total enrollment in the schools equal to one-fifth of the entire population, is constantly increasing, and the demand for larger salaries is the result of increased efficiency of the teachers. Explaining the reason for the increased cost, Dr. Kendall points out that the inauguration of manual training and industrial education in the schools has attracted some 200,000 children; school equipment costs more; school supplies have increased; medical inspection is required as well as transportation; attendance has increased; summer schools started, school supervision; State's share to pensions, increased opportunities for training teachers and number of pupils to teacher reduced.

The greatest need of the schools everywhere is better teaching, according to Dr. Kendall, and that is a need we are always likely to have with us. In an effort to secure the desired efficiency of teachers the qualifications to enter the profession have been raised. Another great need of the school system is better supervision of the schools and more of it.

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## INDUSTRIAL EDUCATION IDEALS

The movement recently inaugurated by Judge V. W. Grubbs of Greenville, Texas, to incorporate in school histories and other literature used in the schools such features as will inspire in the youth a greater interest in industrial achievement and leadership is meeting with very general approval from leading educators not only in Texas, but in other states.

His contention is that military, political and literary achievements are exalted to the limit, while industrial leadership is practically ignored, and that the effect of this flagrant discrimination against industrial pursuits is the greatest obstacle in the way of successfully installing the study of agriculture and other industrial subjects in our educational system.

He is attempting to awaken an active interest in the proposed reform with a view of its accomplishment in the future.

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## BUSINESS TRAINING FOR CITY BOY

Training in business for the city boy and in farming for the country boy by the schools was urged by speakers before the convention of the Eastern Retail Implement and Vehicle Dealers' Association.

Norman H. Johnson, of Richmond, Va., and Dr. W E. Taylor, of Moline, Ill., were the speakers.

"The college man with a sheepskin and without a job is the most pathetic figure in the world," declared Mr. Johnson. Pointing out the value of education for the small dealers, particularly in country towns, he said that the dealers might profitably copy the methods of the mail order houses.

Dr. Taylor, who is a soil expert, urged the need for more intensive agricultural education for farmers' boys. He said that there were too many fads and "ologies" being taught in the schools and that practical work is essential.

## GETTING AT THE FACTS IN SAN FRANCISCO

Two municipal surveys have been made in the United States with special reference to educational and industrial requirements; the first at Richmond, Virginia, and the second at Minneapolis, Minnesota. Outlines of the results of these surveys have appeared in the BULLETIN. The Board of Education of San Francisco has extended an invitation to Dr. Claxton, United States Commissioner of Education, to make a similar survey in the Golden Gate City.

Upon assuming direction of the new survey, Dr. Claxton called the people of San Francisco together for a discussion. The members of the board of education and almost every principal and teacher in the city attended the meeting. Dr. Claxton answered many questions by announcing that the contemplated investigation is to be entirely impersonal, relating only to the conditions in the schools in their relation to the conditions of the local civic environment and the manner of the preparation of pupils for such environment.

Concerning the survey, Dr. Claxton began by reminding his audience that he was there in answer to the call of the board of education.

"The people of San Francisco," said Dr. Claxton, "have realized that the most important interest of the city is the education of the children. Modern demands come with great rapidity, and a school survey is merely a sort of stock taking to see that the child is being prepared to meet the demands.

"The three things that will be considered in the survey are: First—What are the conditions for the administration and financial support of schools? Second—What are the industrial and social demands of San Francisco, and what will they be fifty years hence? Third—What suggestions should be made that will make school preparation meet the social and industrial demands?"

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## DETERMINING DESIRABLE CHARACTERISTICS IN ENGINEERS

Dr. C. R. Mann, one of the directors of the Carnegie Foundation for the Advancement of Teaching, sent a circular to those interested in engineering education making inquiry concerning the qualities that are looked for in young engineers and the

general effectiveness of the engineering schools in producing such men.

Replies received mention many factors that are essential to the successful engineer. These essential factors fall naturally into the following six groups which are named in the order of their importance as determined by their frequency of occurrence in the replies:

1. *Character,* integrity, responsibility, resourcefulness, initiative.
2. *Judgment,* common sense, scientific attitude, perspective.
3. *Efficiency,* thoroughness, accuracy, industry.
4. *Understanding of men,* executive ability.
5. *Knowledge* of the fundamentals of engineering science.
6. *Technique* of practice and of business.

If this is a correct definition of the essential characteristics of an engineer, it furnishes the necessary basis for a rational discussion of the effectiveness of the schools. It can also be used as a standard in developing staff organization and curricula, and in selecting efficient methods of instruction.

Dr. Mann is now engaged in securing an expression of opinion from engineers as to the relative importance of the six characteristics given. Characteristics, once determined, are to be used not only as a basis for employment but also for promotion.

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## MANUAL TRAINING HOLDS SCHOOL BOYS

In a report to Superintendent W. F. Geiger, James B. Mitchell, supervisor of manual arts in the city schools of Tacoma, Wash., says that fewer boys of the 6th, 7th and 8th grades are leaving school to go to work than before the manual training courses were introduced.

"Two years ago there were from 100 to 200 more girls than boys in the 6th, 7th and 8th grades," said Mr. Mitchell. "Now there are only 16 more girls than boys in these grades. In the prevocational schools there are 36 more boys than girls.

"The number of boys in the 6th, 7th and 8th grades is 1,485; the number of girls, 1,501. There are 194 boys in prevocational work and 158 girls.

"Two years ago the boys felt that their tasks in the regular grades were too difficult to accomplish. Now the emphasis is laid on what a child can do instead of what he can't. This seems to

have encouraged them. Prevocational work is naturally attractive."

## NEW MEMBERS

Since the last membership statement appeared in the BULLETIN, the following new members have been received:

### Class "A"

Arizona Copper Company, Ltd., Clifton Ariz.—Mr. Norman Carmichael.

The B. F. Goodrich Company, Akron, Ohio—Mr. R. M. Neustadt.

Philadelphia Rapid Transit Company, Philadelphia, Pa.—Mr. M. R. Kline.

Standard Manufacturing Company, Bridgeport, Conn.—Mr. C. E. Bilton.

Tidewater Oil Company, 11 Broadway, New York, N. Y.—Mr. D. A. Benson.

United States Rubber Company, 1790 Broadway, New York, N. Y.—Mr. D. A. Wilcox.

### Class "B"

Mr. E. P. Cramer—The Goodyear Tire & Rubber Company, Akron, Ohio

Mr. Paul Kreuzpointer—Pennsylvania R. R. Company, Altoona, Pa.

Mr. L. J. Platt—Public Service Corporation of New Jersey, Newark, N. J.

Mr. Z. L. Potter—National Cash Register Company, Dayton, Ohio.

### Class "C"

Miss Ella A. Busch, 1819 Beverly Road, Flatbush, N. Y.

Mr. C. H. Johnston, University of Illinois, Urbana, Ill.

The Joseph & Feiss Company, Cleveland, Ohio.

Miss Jessie L. Sheppard, 1145, 5th Avenue Bldg, New York, N. Y.

## BOOKS RECEIVED

"Commerce and Industry," J. Russell Smith, Professor of Industry, Wharton School of Finance and Commerce, University of Pennsylvania. Published by Henry Holt & Co, New York.

"Industrial Leadership," H. L. Gantt. Published by Yale University Press.

# ASSOCIATION ACTIVITIES

## ENLARGEMENT AND ACTIVITIES OF COMMITTEE ON ALLIED INSTITUTIONS—PREPARATION FOR ANNUAL CONVENTION—PUBLICATION OF ADVANCE COMMITTEE REPORTS

President McLeod presided at the meeting of the Executive Committee on March 7th.

The summary of the treasurer's report showed $1,957.14 cash on hand and no liabilities.

Mr. James A. Roosevelt, Chairman of the Committe on Allied Institutions, was present and reported that Mrs. Roy E. Fletcher, representing the General Federation of Women's Clubs, Dr. H. K. Hollingworth of Columbia University, and Mr. Alvin E. Dodd, Secretary of the National Society for the Promotion of Industrial Education, have accepted membership on the new joint committee. Dr. William L. Ettinger, Superintendent of Vocational and Trade Schools of New York City, has also been invited to become a member of this committee. He also reported that Dr. D. Louis Ireton, Secretary of the International Trade Schools, had written stating he would join the committee. Mr. Roosevelt stated that the enlarged committee would meet on Thursday, March 9th.

### How Proceedings Shall Be Published

The question as to whether it would be a matter of economy, and whether that economy would be worth while, to publish the Proceedings in the BULLETIN rather than in bound volumes was discussed. It was the consenus of the committee that no change should be made in the manner of publishing the Proceedings of the annual conventions, at least, for the present, and the Executive Secretary was instructed to secure bids for printing the Proceedings of the fourth annual convention.

### Commercializing Membership

The Executive Secretary presented a form letter issued by the Palmer Method School of Penmanship addressed to members of our Association, several members having forwarded Mr. Palmer's letter to the Executive Secretary with protests against

the apparent effort to commercialize class "C" membership in our Association. After discussion, the Executive Secretary was instructed to correspond with Mr. Palmer and advise him that it is the policy of our Association that no effort shall be made to commercialize membership in the organization.

**Education for Railroad Employes**

Mr. Jacob Yoder, representing the Pennsylvania Railroad Company on the Executive Committee, suggested the advisability of making an exhibit of educational work carried on by railroads at the annual convention of the Master Car-builders' Association to be held in Atlantic City in June. The suggestion met with the approval of the Executive Committee, and President McLeod appointed the following committee, to whom the matter was referred: Mr. Jacob Yoder, Chairman, Mr. L. L. Park, American Locomotive Company, Mr. F. W. Thomas, Atchison, Topeka & Santa Fe Railway, Mr. Norman Collyer, Southern Pacific Company, Mr. L. E. Abbott, Oregon Short Line Railroad.

**Preparations for Annual Convention**

President McLeod submitted a progress report for the local convention committee which showed preparations well in hand and indicated a very successful convention this year at Pittsburgh.

**Advance Committee Reports**

As the most important and far-reaching activities of our Association are carried on by the sub-committees, the Executive Secretary was instructed to urge upon chairmen of the sub-committees the desirability of having their reports in the hands of the Executive Secretary for the Executive Committee meeting on April 4th. As the Proceedings of the annual conventions are growing bulky and expensive the Executive Secretary was requested to ask the chairmen of sub-committees to write their reports as briefly as possible without interfering with the efficiency of their work.

The meeting then adjourned until Tuesday, April 4th, to convene in the Board Room, 8th floor, Irving Place and 15th Street at 2 P. M., at which time annual reports will be received from the sub-committees, which reports will be made to the fourth annual convention to be held in Pittsburgh, May 30th, 31st, June 1st, and 2d, and which will form the basis of the program for that meeting.

**Meeting of Committee on Allied Educational Institutions**

On March 9th, the Committee on Allied Educational Institutions met, with the Chairman, Mr. James A. Roosevelt, presiding. The other members of the committee present were Mrs. Roy E. Fletcher—representing the General Federation of Women's Clubs; Dr. Harry L. Hollingworth—representing the higher institutions of learning, including colleges and universities; Mr. F. C. Henderschott—representing The National Association of Corporation Schools.

There was a general discussion as to what should constitute the activities of the committee. It was unanimously agreed that such activities should include first, an interchange of ideas and a discussion of problems of the different organizations represented on the committee and second (a) suggesting subjects for educational bulletins which the Government Bureau of Education might be willing to issue, such bulletins to be of such a nature and character as would include information of value to all educational organizations; (b) supplying the Government Bureau of Education with information which it might desire and which could be secured through any of the organizations represented on the committee.

It was agreed by those present that other activities would undoubtedly develop as the work of the committee progresses.

The other representatives who have accepted membership on the committee but were not present at the meeting are:

Dr. D. Louis Ireton, Secretary of International Trade Schools.

Mr. Alvin E. Dodd, Secretary of the National Society for the Promotion of Industrial Education.

Dr. William L. Ettinger, Associate Superintendent of Schools of New York City and in charge of vocational education.

**Public Libraries and Universities Keep in Touch with the Work of Our Association**

The Executive Secretary read a list of Public Libraries and Universities that have purchased bound volumes of proceedings of the annual conventions of our Association, since the last report made in the March BULLETIN, as follows:

**Libraries**

Minneapolis Public Library, Minneapolis, Minn.
St. Louis Mercantile Library, St. Louis, Mo.

Salt Lake Public Library, Salt Lake City, Utah.
Seattle Public Library, Seattle, Washington.

**Universities**

Harvard College, Cambridge, Mass.
Kansas State Agricultural College, Manhattan, Kansas.
University of Oregon, Eugene, Oregon.
University of Tennessee, Knoxville, Tenn.
Adelbert College of Western Reserve University, Cleveland, Ohio.
University of Wisconsin, Madison, Wisconsin.

We now have a total of thirty-two public libraries and thirty-eight universities.

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## MANUAL VS. INDUSTRIAL TRAINING

*(Providence R. I., Bulletin.)*

At the recent meeting of the teachers of the State of Oklahoma the comparative justification of manual training and industrial education were a subject for discussion. This affords a chance to emphasize the fact that there is a difference between the two ideas, although many people would be confused if asked to define the difference between manual training and industrial schooling or vocational education. The distinction made by an Oklahoma Normal School principal is worth quoting. He said:

"Manual training places the emphasis on a general development as a result of hard work. Industry places the emphasis on the finished article. Manual training aims to prepare the student as much for a profession as for a carpenter or a cabinetmaker Industrial education in its strict sense attempts to train the individual for only one particular industrial pursuit."

The distinction might be made more clear, and incidentally it might be indicated that manual training does not enter into all industrial education, by pointing to the long-established commercial courses as affording vocational education. To the commercial school, the pioneer in training for special employments, credit must be given for opening the way for further industrial courses. Some educators, in whom the vocational idea had pretty nearly displaced the cultural, were persuaded that the only "practical" thing in the public school curriculum, the lone excursion into the vocational, was the commercial department, and in time this belief took the form of a demand for the teaching of other trades than that of the office worker.

## EDUCATIONAL WORK OF SWIFT & COMPANY

### Once Boys Were Just Boys, But Now Their Value Is More Fully Realized and Their Capabilities Developed

(*From the* 1916, *Year Book*)

Once, boys were just boys with Swift & Company—in today and out tomorrow. That was the way of the time, the fashion of the hour. Today boys are recognized as altogether too valuable to allow them to go to waste, or to fail to develop their full capabilities.

Now, if a boy that is worth keeping leaves, there is a feeling that the organization has fallen down somewhere along the line. It has lost out on an investment.

Swift & Company now maintain a department that is devoted to making boys stay, to matching the boy to the job so that he can forge ahead along the line of his natural bent, to teaching boys to make the most of their mental and physical equipment and of their opportunities.

Incidentally this department or continuation school, as it is termed, has been set the task of seeing that a boy is not allowed to develop physically without going ahead mentally.

Many a boy has heretofore found that he has outgrown his job physically; that he is too large in stature to continue to hold on as an office boy without being laughed at, while he hasn't the education necessary to give him a chance of success in the position of a clerk.

The result has been that hundreds of boys have either gone out into the plant to take up physical labor or have quit entirely. This has involved the loss to them and to the company of a large part of their office experience.

The average length of service for a boy in the employ of Swift & Company before the school was started was 3½ months; at the end of last August it was 10.4 months. It should be remembered that these boys are taken on at fourteen to sixteen years of age and that this is the most rapidly changing period of a boy's life. Therefore it is a difficult task to make boys stay at this period of their development. It is believed, however, that the average tenure of service for Swift & Company boys will soon be more than a year—thanks to the development work done by the continuation school.

Of the 310 boys who have been enrolled in the school, fifty-

five per cent now remain. This is an excellent percentage, according to good authorities.

### What the Boys Are Taught

In keeping with the cardinal requirements of Swift & Company, the thing most strongly taught in the continuation school is cleanliness. Nothing that the school does is more valuable to its boys or to Swift & Company than this.

The importance of this in a plant where cleanliness is the first necessity can hardly be overstated. No boy can hope to go ahead in this organization who will not learn to keep clean.

Next in this work comes English Grammar—not only written but spoken English. To teach some boys to use the proper words in the proper place is far more difficult than it would seem. But the school is doing it—along with giving the grounding in arithmetic and other studies necessary as a foundation for advancement.

Although the school has been in operation little more than two years, more than eleven per cent of the employes of the office have been trained in it. This is a part of the task of matching the boy and the job.

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## BULLETINS OF THE UNITED STATES BUREAU OF EDUCATION

Recent BULLETINS issued by the United States Bureau of Education:

"Monthly Record of Current Educational Publications," compiled by the library division of the Bureau of Education, under the direction of John D. Wolcott, Chief of Division.

"Statistics of State Universities and State Colleges," for the year ended June 30, 1915. This annual bulletin, formerly prepared and published by the National Association of State Universities, has been published by the Bureau of Education for the past seven years. The data given are taken from reports received from the offices of the presidents of the various institutions, and the figures printed are substantially as given in those reports.

Copies of these BULLETINS may be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C. at five cents per copy.

"Kindergarten Training Schools," is a report giving infor-

mation about schools for the preparation of kindergarten teachers and the standards and courses of study in these schools.

"Placement of Children in the Elementary Grades," is a study of the schools of Richmond, Virginia and contains valuable information on the progress of children through the grades of the the public schools and accurate information as to the amount and kind of retardation and the time of quitting school.

Copies of these BULLETINS may be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at ten cents per copy.

"Health of School Children" consists of contributions from American Medical Journals, July, 1914 to July 1915, compiled by W. H. Heck, Professor of Education, University of Virginia.

Copies of this publication may be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at twenty cents per copy.

"Digest of State Laws Relating to Public Education," is an accurate and comprehensive compilation and digest of all the school laws of the several States, so arranged that students of school administration may easily find the law of any State on any subject and compare the laws of any two or more States.

Copies of this publication may be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at sixty cents per copy.

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There was a time when business men everywhere discharged those who did not come up to their standards of efficiency. Today the wise ones know that it is good business to invest money in educating those whom they employ.—Thomas Drier.

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## SALESMANSHIP IN THE PUBLIC SCHOOLS

(*Logansport, Ind., Reporter*)

The inauguration of the new department of "salesmanship" in the public schools, which is scheduled for February 1, is only another evidence of the practical trend of modern education as evidenced in the establishment of vocational training as part of the work of the public schools. Cooking, sewing, mechanical drawing, agriculture, wood working are finding their way into school work and the hand is being tied fast to the brain in a way that is the answer to the call for "efficiency" and "thrift" and the other modern slogans which after all are but a part of the same great phase of mental uplift that is sweeping the country.

## TO RELIEVE WASTAGE AIM OF FEDERAL EDUCATIONAL BILL

### American Youths to Be Assisted in Training for Life Work Under Supervision of Federal Government

The federal vocational education bill provides for the creation of a federal board to make studies and investigation for use in vocational schools. These studies would cover the subjects of agriculture and home economics, trades and industries, commerce and commercial process, and methods of teaching and courses of study for such subjects.

Representative Dudley M. Hughes of Georgia, chairman of the House Committee on Education, gave a statement when the bill was reported out of committee recently, explaining the purpose and scope of this bill:

"There is a tremendous wastage of youth in the United States. With very few exceptions it may be said that American boys and girls leave school at fourteen years of age or earlier and go to work. At least 2,000,000 boys and girls between the ages of fourteen and sixteen are working for wages in this country. They are unskilled at that age and unfit for responsibility. Each year 1,000,000 young people are required simply to maintain the ranks of our working population.

### Less Than One Per Cent Adequately Trained

"There are 25,000,000 persons eighteen years of age and over in this country engaged in farming, mining, manufacturing and mechanical pursuits, trade and transportation. Of the 14,250,000 engaged in manufacturing and mechanical pursuits, not one per cent have had, or at the present time have, any chance to secure an adequate industrial training.

The American people have hardly begun the work of providing for the practical education of these millions of our wage-workers. In this whole country there are fewer trade schools than are to be found in the now unfortunate little German Kingdom of Bavaria, with a population not much greater than that of New York City. There were at the outbreak of the war, more workers being trained at public expense in the city of Munich alone than in all the larger cities of the United States, representing a population of more than 12,000,000. It is substantially true that practically every German citizen who could profit by it may

receive vocational training for his life work in the schools and classes supported out of the public treasury.

**Source of Great Wealth**

"If we assume that a system of vocational education pursued through years of the past would have increased the wage-earning capacity of each of these to the extent of 10 cents a day, this would have made an increase of the wage for the group of $2,500,000 a day, or $750,000,000 a year, with all that this would mean to the wealth and life of the nation. This is a very moderate estimate and the facts would probably show a difference between the earning power of the vocationally trained and the vocationally untrained of twenty-five cents a day. This would indicate a waste in wages through lack of training, amounting to $6,250,000 every day, or $1,875,000,000 for the year.

"Only trained intelligence can conserve our mines, our forests and our water powers; only trained intelligence can restore to our depleted land its old fertility; only trained intelligence can make it possible for us to maintain our higher standard of living for workers, and yet successfully compete with the workshops in lands where lower standards prevail.

"Only half of the children who enter the city elementary schools of the country remain to the final elementary grade and only one to ten reaches the final year of the high school. The average is ten per cent of children have left school at the age of thirteen; forty per cent have left by the time they are fourteen; seventy per cent by the time they are fifteen, and eighty-five per cent by the time they are sixteen years of age. On the average the schools carry their pupils as far as the fifth grade, but in some cities great numbers leave below that grade."

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## VOCATIONAL TRAINING IN MONTANA

Montana is not behind her sister states in providing vocational training for her school children. In Helena over 400 children are availing themselves of the practical course in woodwork, forge work, and electrical work. In the woodwork, which starts in the fifth grade, the girls as well as the boys are enrolled, and they make equal headway. Aside from the twenty hours each semester given to manual training, many of the boys attend on Saturday afternoons of their own free will. Sixty-five high school pupils are receiving daily instruction in vocational work in various trades, and 320 grade pupils report each week.

## CONCLUSIONS BASED ON RICHMOND SURVEY

### An Analysis of the Report Indicates a Need for Better Correlation of Education and Industry

There is a growing movement having as its object to make the work of the public schools more practically useful in preparing children for vocations which they may wish to follow or which may be open to them in the community where they have their homes. The way one city has sought to solve this problem is shown in a report on a vocational education survey of Richmond, Va., just published by the United States bureau of labor statistics of the department of labor as its bulletin 162.

The chief purpose of this survey was to secure for Richmond an accurate knowledge of the industrial and school facts and conditions necessary in developing a plan of vocational education to serve the practical needs of children preparing for the various vocations and of employers and employes. A special object of the survey was to secure the co-operation of national and local public and private agencies in the making of a survey which might be useful as a model for studies in other localities where the need of a better program of vocational education was pressing.

### Survey Result of Study

The survey included a study of the public schools of Richmond, with special attention to the present status of vocational and technical education and the fields of employment in Richmond, and a study and analysis of the occupations of men in the printing, building and metal trades, and of women in retail stores and in the tobacco industry. The analysis of occupations was from the standpoint of both employer and employe, and was designed especially to ascertain in detail for each occupation the conditions of employment, what the occupation has to offer the workers, what the worker needs to equip him properly for the trade, what the industry gives in the way of training, the more common deficiencies of workers as seen by the employer and by the workers themselves, and in detail the specific training which in the judgment of the employer and worker the school and the trade ought to give.

### Problems and Recommendations

The recommendations of the survey committee deal with the

problem of financing vocational education in Richmond, compulsory attendance, types of schools and courses of study for boys and men, and for girls and women; prevocational education for boys, and the place of private institutions receiving city moneys in the general plan for vocational education. The survey committee found a definite need for the offering of educational facilities for men and boys already employed. It was evident that the supply of efficient journeymen was inadequate, that the amount of systematic instruction given in a shop was small, and that the amount of apprenticeship training was limited. The men themselves desired further educational advantages and were personally interested in trade education. Many workers had taken courses at their own expense, and since leaving the regular school. The majority of these workers had taken courses bearing directly upon their trades. The survey committee recommended the organization of evening and part-time schools and courses for boys and men already employed, and outlined general and industrial courses for the trades which the survey had covered.

**Factory Also Must Teach**

The survey committee was of the opinion that the white women and girls of Richmond who were employed in manufacturing and mechanical pursuits were engaged in operations which can be learned more quickly in the factory than in the school, largely because the amount of technical training and trade information necessary is too meagre to warrant the expenditure of public money for equipment and instruction. There was need of department store and salesmanship training through part-time and continuation classes. Steps were taken to meet this need before the completion of the survey. The conclusion was reached that there was no need or possibility of a girl's trade school for Richmond. A demand, however, was found to exist for courses of training in the practical arts as a part of the general education of girls over thirteen years of age. Instruction in home economics, except in specialized courses planned and followed for the purpose of earning a livelihood, in the committee's opinion, should not be regarded as vocational education for wage earning, but as a valuable and necessary part of general education to which every girl is entitled as a part of her adequate preparation for living.

## FOREIGN EDUCATIONAL SURVEYS

International industrial competition and the disclosure that industrial progress is dependent upon education, have been the motive for school surveys abroad, according to a bulletin of the Bureau of Education on "Foreign Educational Surveys."

The bulletin calls attention to the fact that the American survey movement and the efforts to reorganize American schools in industrial and vocational ways were coincident with a realization by the people of the United States of the wonderful progress made by Germany in vocational education and that nation's consequent advance in international industry and commerce.

"The purpose of an educational survey," declares the bulletin, "is to bring about a more economic use of money and equipment, and a better adaptation of educational agencies to educational needs."

The scope of the foreign survey is generally wider and looks less to local conditions than the American survey, so the bulletin says. The foreign survey differs also from the American in that it is always made under government auspices. The findings therefore carry with them the weight of government authority. "In the schools these findings are conclusive, and by the general public they are received with deference."

The bulletin describes surveys in 11 different foreign countries. Of English surveys it is declared: "England has been especially fortunate in securing the services of her ablest public men on her educational commissions, and in generally having as chairman the ablest and most eminent man of the nation."

Fifteen distinct English surveys are recorded in the bulletin. The reports from these investigations say among other things: "Schools should be built for all the children"; "we think the classics good, but other things indispensable"; "prudent liberality is needed as practical wisdom in providing for educational needs."

The report on a survey made as far back as 1884, on technical education, expresses its astonishment at the industrial progress of France, Germany, and Switzerland, and contains the significant remark: "While we are of the opinion that England still maintains her lead in the world of industry, the commissioners note with concern the growth of technical education abroad." The commissioners conclude that "if England is to continue to be the industrial leader her managers, foremen, and workmen should combine theoretical instruction with their acknowledged practical skill."

## VOCATIONAL GUIDANCE ANALYZED

### "The Unpopular Review" Gives Facts and Figures which Should Be Helpful to Those Interested in This Subject

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An old and respected school principal gives the following account of one of his early attempts at vocational guidance. When he was a teacher in the eighth grade he had in his class a boy who kept up his school work only by the closest application. This boy was slow in thought, hesitant in speech, and awkward in manner. He had little personal magnetism, and did not mix with the other members of his class. On the other hand, he was earnest, persistent, conscientious, and remarkably skillful in the use of his hands.

The boy wished to be a lawyer, and desiring to talk over his future with some one he came to his teacher for advice. The teacher told the boy that he was making a serious mistake in choosing the law. He pointed out the fact that he had none of the needed qualifications, and advised him to enter one of the trades or manufacturing industries for which his qualifications better fitted him. The boy thanked his teacher for his interest and his advice, and returned to his studies. He went form the eighth grade to the high school, finished a four-year course, entered a law school, was graduated, went west, and began the practice of law. In a few years he worked himself into a prominent position in his profession. He served his state brilliantly in the highest legal capacity, both as lawyer and judge, and is to-day the acknowledged leader of the bar in his state. "Thank God," said the school principal, "that that boy did not follow my vocational advice."

### Strong Desire for Vocational Guidance

We are to-day everywhere confronted with this question of vocational guidance. From nearly every field of endeavor there comes to the psychologist the request to point out the characteristics which make for success in some special domain. He is asked to furnish laboratory tests which will measure the characteristics so that each individual may know in advance whether he will succeed best as butcher, baker, or candle-stick maker. This demand upon psychology comes most insistently from the "sob-squad" of social and industrial reformers, who have been

seized with acute hysteria over the frightful waste caused by round pegs getting into square holes and square pegs into round holes. These frenzied busybodies have become still more active since Professor Münsterberg, in his book on "Psychology and Industrial Efficiency," has assured us that he can pick out successful sea-captains, motormen and telephone girls by a few simple psychological tests. These reformers have without doubt taken Professor Münsterberg too literally. They will not be satisfied until he furnishes them also with tests for selecting lawyers, doctors and cooks. They are insatiable, these world regulators. They are even now pestering our legislators to prescribe eugenic tests for mothers and fathers. There is no function too individual or too sacred for them to regulate.

**Psychology Has Failed**

In spite of all the tests that psychology has produced, when we attempt to fix by vocational guidance the career of so complex a thing as personality, we are in no better position than the schoolmaster who advised his pupil not to study law. Psychology does not know, and has as yet no means of finding out, what powers lie latent in the individual, awaiting just the right stimulus to call them out. Nor is it able to say, except in a very limited way, what mental characteristics are the *sine qua non* of success in any given pursuit. Even though we were able to analyze personality into its elements, we cannot determine which one of the many possible combinations of them will make for the greatest success in any one calling. How far may an individual vary from the type which the vocational expert may fix for any particular line of work, without making a failure in it? We do not know. There are so many possibilities of compensation among the personal factors involved that it would require vastly more knowledge than we now possess to enable us to say with any certainty to an individual: "You will fail in this and succeed in that." Although he may not possess what is supposed to be a necessary qualification, other traits may compensate for its absence. Not long since two young engineers were thoroughly examined and tested in a psychological laboratory. They were found to possess as nearly opposite characteristics as could be imagined. These two young men are occupying identically similar positions in two different manufacturing plants. Their duties are highly specialized, and differ in no essential point. Yet, in spite of their different qualications, they are equally and

brilliantly successful. There may be a dozen different types of personality that would make good in these positions.

**Industrial World Demands a Basis**

These are some of the reasons why psychology is unable to furnish a scientific basis for the propaganda of the vocational experts. The industrial world, however, is prefectly sincere in its demands for such a basis, and where legitimate psychology is hesitating, pseudo-psychology and quackery are more than ready to meet the demands. The duty of psychology is very plain. It must show exactly what its limitations are. Dr. Münsterberg's attempt to keep this form of applied psychology within the limits of scientific procedure, and at the same time to meet the popular demand, has, I think, failed. I fear that he has only added fuel to the flames. The mania for psychological tests has spread so far that they may now be found outside of the laboratories—in the public schools and the camps of the social and vocational workers. This form of activity would be innocent pastime if it did not lead to half-baked conclusions drawn from questionable tests. America has probably suffered more than any other country in this respect.

As an illustration of the extent to which we are afflicted, I offer the following quotations from a full page advertisement in the *American Review of Reviews*. The advertisement contains a flattering letter of recommendation signed by the magazine, and closes with the following sentence: "Now with the whole organization of the *Review of Reviews Company* to assist her, she is ready to give you her accumulated knowledge and experience—her personal teaching." Here are some of the statements under the caption "Science of Character Analysis":—"Grant Nearly Failed Because He Did Not Know His Own Talents"; Thackeray was a failure until he found his real work"; "Washington Irving was a failure until forty"; "The world is full of misfits—men doing the wrong work—men marrying the wrong wife"; "Millions of men never know their real talents"; "21 Practical Lessons by mail"; "Illustrated"; "This course will teach you: How to read the secrets that men reveal in eyes and face and hands"; "How to judge all people from their outward appearance"; "How to understand yourself and what you are best fitted to do"; "How to sell goods by understanding your customer"; "How to judge the aptitudes of your children"; "How to develop social ease"; "If you are a salesman you will know

whether to approach your prospective customer with a joke, a fact, or a compliment"; "If you are a clergyman, you will know when to be firm and when to plead"; "If you are a lawyer, you will know when to use pathos or logic"; "If you are a doctor, you will cure men through the knowledge of their minds as well as their bodies"; "Whatever you do, you need this knowledge for yourself, your children, your wife, your business"; "Send this coupon at once for full information and a fascinating article showing the mental and physical characteristics of Blondes and Brunettes"; "Free."

**"Science of Character Analysis Is Ridiculed"**

The rapidity with which we have progressed in the "Science of Character Analysis" and in the use of tests has gained a reputation for us abroad. I am told by a young American physician, who has just returned from a year's study under one of Europe's most celebrated alienists, that this well-known professor has in his study a certain cartoon which affords him much amusement, and which he is fond of showing to his American friends, This cartoon represents an American woman seated at a table around which a number of school children are grouped. She holds a large card marked in big letters "Binet-Simon Tests." With an air of profound wisdom she points her finger at each awe-struck little child and announces, "You are a fool," "You are weak-minded," "You are a low grade imbecile," "You are an idiot!"

It would be instructive to examine a number of vocational tests that have been proposed and used in certain vocational bureaus. We shall, however, pass by those that are palpably fallacious (such as the puzzle-boxes and puzzle-boards used for testing mechanical ingenuity) and spend a few minutes with the Münsterberg tests. First of all, the sea-captain test. To carry out this test we shall need a stop-watch and 24 cards with 48 letters (A's, E's, O's and U's) printed upon each card. The letters are so distributed that six of the cards have more A's than any other letter. six have more E's, six have more O's and six have more U's. For instance, on one of the "A" cards there are 21 A's and 9 E's, 9 O's and 9 U's. Another one of the "A" cards has 15 A's, 12 E's, 11 O's and 10 U's. There are never more that 21 A's or less than 15 A's on any one of the "A" cards, but some have 16 and some have 18 A's. The A's are sprinkled at random among the other letters, which occupy four

rows across the card. The E, O and U cards are similarily arranged, but with the E's, O's and U's respectively preponderating. Now the applicant for the sea-captain's position must take this pack of 24 cards after they have been properly shuffled, and sort them as quickly as possible into four piles, putting the "A" cards in one pile, the "E" cards in another, and so on. He may not take the time to count the letters, but he must judge immediately when he looks at each card whether it is an "A" card, an "E" card, an "O" card, or a "U" card, and then put it in the right pile. Multiply the time in seconds which the would-be sea-captain takes to sort these cards, by the errors he makes in sorting them, gives an index of efficiency. The larger the index, the less the efficiency. If the applicant's index is less than 400, he is graded as a perfectly reliable sea-captain, but if his index is between 400 and 1,000, he is only fairly reliable, and if his index is over 1,000, he should never go near the water. It is assumed that the essential characteristics of a good sea-captain are the ability to perceive a sudden and complex situation correctly, and to act quickly and efficiently in order to meet the situation properly. The test is supposed to measure these characteristics. There are, we are told, two classes of men who will receive a very poor ranking in this test. First, there is the man who acts impulsively and hastily before he has perceived the true situation. Such a man will make many errors in sorting the cards. He would therefore make many blunders in handling a ship. Seconly, there is the man who hesitates to act in a crisis. He is inhibited. He cannot make a decision and act upon it quickly. A man possessing this characteristic allows the golden opporunity to slip through his fingers, while he stands dazed and inactive. This mental confusion shows up plainly in the card-sorting test. The person who has this trait in any marked degree cannot decide quickly enough whether the card before him is an A card, an E card, an O card, or a U card. He also could not handle a ship efficiently. Only the class of men who are neither impulsive nor hesitant, and who are able to sort the cards correctly and quickly, have the characteristics which make good sea-captains. We cannot, of course, question the fact that we get three classes of reactions from the card-sorting test; the over-impulsive and inefficient, the over-hesitant and inefficient, and the direct and efficient. But we are doubtful concerning Professor Münsterberg's conclusion that the card-sorting test calls out the same kind of reaction that a real ship situation would call out.

**Theory vs. Practice**

A man seated at a table in a psychological laboratory sorting cards can hardly be thought of as being stimulated to action in the same way as he would be if he were in command of a ship with all the responsibility which such a command involves. If we know anything of human nature, we know that a man's efficiency in action depends not only upon clear and accurate perception, but also upon the character of the emotions aroused. Even his perception may be modified by the nature of his feelings, and they are certainly a most important factor in determining the nature of his action. The test does not take account of the emotional background. Its inability to arouse a sense of responsibility while the applicant is undergoing the test makes it worthless as a means of determining what he will do when he assumes command of a ship and so faces a real situation. A man might be able to sort cards quickly and correctly in a psychological laboratory, yet might "go all to pieces" under the stress of a real life problem. On the other hand, there is another class of men who, instead of being "rattled" by the consciousness of responsibility, have their wits sharpened by it. Such men might do very badly in any psychological test, and yet make good in a real situation. The Münsterberg test absolutely fails to detect this important difference in personalities.

One of the most obvious methods of testing the test would be to try it out on a number of sea-captains whose ability we already know. I have had no sea-captains to work with, but I have given the test to forty students in the University, twenty boys and twenty girls. No selection was made for the test. I examined the first forty who volunteered. The results are rather interesting. For one thing: they seem to indicate that our old custom of selecting men instead of women for sea-captains is wrong. According to the test, girls are much better fitted for sea-captains than boys. This is an illustration of the need of scientific vocational guidance, and also an instance of how little we can depend upon common sense in such matters! For hundred of years we have, in our ignorance, been putting men in command of our ships, when women could have done the job much better. The girls not only did the test more accurately, but also much more rapidly than the boys. Only four of the boys were able to reach the standing made by twelve of the girls. On the other hand, five girls surpassed the ranking of the highest boy. Another fact

worthy of note is that the young man who stood highest in the test is an acknowledged dreamer and abstract thinker, and not a man of action at all, while the young man who stood lowest in the test is noted among his friends as a man of quick and ready action. He drives an automobile, and is generally thought to be an extremely skillful and safe driver. In fact, he has several times demonstrated his ability to think and act quickly and efficiently in a crisis. The most striking instance of this occurred not long ago when the brakes of his car failed to work while he was descending a dangerous hill. He had three passengers beside himself in the car. When the brakes gave way, the car shot forward at an alarming rate, and threatened to dash itself to pieces at the foot of the street, which at the time was filled with traffic. With unusual presence of mind he managed his car in the only possible way that could have saved himself and passengers. It all happened in an instant, and yet if the young man had had a week to plan his action he could not have done better. In the Münsterberg vocational test, however, he received the very lowest rating in the entire group of forty students.

Space will not permit me to examine in detail the test for street car motormen and telephone operators which Professor Münsterberg proposes in his book. The motorman's test requires the ability to read and understand maps and drawings. I cannot at this time say more about it as a means of vocational guidance than this: the ability to read and understand a drawing is not required in the discharge of a motorman's duties. A man having all the qualifications for a good motorman, but lacking in the ability to understand the drawing, would be eliminated by the test. My attention has been directed to just such a case. One of the best motormen operating on the traction lines of a city in the middle west cannot understand the drawing of the ground floor plan of a street car barn: it is Greek to him: he could not pass the motorman's test if his life depended upon it, and yet this veteran motorman has behind him long years of efficient service without an accident.

### The Real Point of View

The best vocational test that Professor Münsterberg has described is the telephone operator's test. It is proposed that all girls who apply for positions are to be tested in memory, attention, general intelligence, space-perception, rapidity of movement, and association. These are characteristics which are required in

the actual performance of a telephone operator's duties. But even here it is well to keep in mind the fact that the point of view of the telephone company in selecting a few of the most promising individuals from a large number of applicants is quite different from that of the single individual who wishes to enter its employ. The telephone company will be satisfied if the cleverest fourth or third of the whole group of applicants is selected. Any set of general-intelligence or attention tests will make such a selection. It is just on this point that the advocates of vocational guidance fail to understand Dr. Münsterberg's work. On the whole, the group selected by such tests will do better work than the group rejected. But in the group rejected, there may be many single individuals who would make excellent operators. On the other hand, real vocational guidance must take the point of view of the applicant, who wants to know whether he is fitted for the job or not. It is a comparatively easy matter to select out of a large group, by means of psychological tests, a few individuals for a given job, but it is quite another matter to select the job for the individual. This latter is a task that vocational guidance, if it makes good its claim, must perform. It must determine what each individual is *best* fitted to do. I fear, however, that this attempt of the soul-searchers who have placed themselves at the head of vocational and placement bureaus is too ambitious. If only they would confine their practice to adults who have developed all their powers, it would not be so hazardous: for then they would not interfere with the natural growth and development of young people. But these experts are not doing this. They are entering our schools and attempting to tell immature boys and girls of 13 and 14 years of age what they *will be* best fitted to do. The worst aspect of the situation is that they are doing this in the name of science. If they would stop and consider just for a moment the fact that a child is constantly undergoing far-reaching and vital changes in the elements which are forming his mature personality, especially during the adolescent period, they might hesitate to fix his life's profession at this early date with so much assurance.

Even if we were able to determine the abilities and limitations of a 14 year old boy, even if we could search out through our psychological tests the innermost secrets of his soul, in face of the fact that when he reaches the age of 18 or 20 he may develop an entirely different set of abilities and characteristics, who would dare to tell that boy that he must settle his life work

now and choose something that is in keeping with his 14 year characteristics? Those who have to deal with young college men are constantly witnessing the most violent transformations in character and ability from the freshman to the senior year. Likes and dislikes, ideals and aspirations, powers and capacities, are in a state of flux and flow.

### The Youth vs. the Man

There has recently come to light a most striking illustration of how little dependence we can place on the mental characteristics of the youth as an indication of what the mature man is to be. Eighteen years ago a certain superintendent of city schools had occasion to ask 467 boys of 12, 13 and 14 years to indicate in writing the occupations that they desired as life work. After using this material for the purpose he then had in mind, he laid the papers away. A short time ago he came upon these papers. It occurred to him that it would be interesting to find out how many of the boys had actually entered the professions they had chosen as high school students. He began an investigation in which he was able to trace 406 of the original 467 boys. Only five out of the 406 had lived up to their school boy ideals. Of course, external circumstances so largely determined the matter, that it is not reasonable to suppose that the 401 boys finally entered the life work for which they were best fitted, or in accordance with their more mature preferences. I am aware that the advocates of vocational guidance would not take the preferences of children as an important factor in determining what vocations they should enter, and I have mentioned this incident only as an illustration of the changeable character of boy nature. Even though we could determine the fitness of a boy of 13 or 14 years for any kind of work, it would be a serious mistake to choose his life work for him on that basis. A year later he may show fitness for something entirely different.

### Where the Real Danger Lies

There is real danger in the assumption behind vocational guidance that individuals are natively so highly specialized that if they are not placed in just the right positions in the professional or industrial world, they are lost. The insidious influence of such an assumption is becoming manifest in our educational and sociological doctrines. We are rapidly developing a state of mind in which we excuse the individual, and place the blame for

his moral and economic failures upon society. This wishy-washy attitude is the counterpart to that of the individual who, regardless of his own efforts, believes that the world owes him a living. Such shifting of the sense of responsibility from the individual to society cannot fail to lessen the integrity of the individual. The "soft pedagogy" of the day is the outcome of the similar assumption that children are so highly specialized in their interests that if their special interests are not appealed to, they are educationally lost. We accordingly excuse the child for failure, and blame the school for not discovering his interests and utilizing them. While I do not condemn the "appeal to interests" as a pedagogical method, I do not think that a child's interests are so narrowly specialized that only certain predominant ones can serve as a basis of his education. On the other hand, education or knowledge is the proper basis for his interests, and the child should not be excused from acquiring the knowledge necessary to create interests where they are lacking.

**The Cause of Individual Failures**

My observations have led me to believe that many of the misfits in society are failures not because they are highly specialized and have not found the vocation they are fitted for, but rather because they are wanting in fibre. They are misfits not because they lack a certain kind of vocational skill, but because they are lazy, or dishonest, or otherwise unreliable. Their difficulty is due to the fact that they have not had sufficient training in *right thinking*. They have not been taught the proper concepts, and consequently they have not created the right interests in life. Such intellectual and moral shortsightedness is the inevitable outcome of any system of education that attempts to meet only commercial and industrial needs. A system of this kind tends to make merchandise out of human beings, and to ignore the higher qualities which after all are quite as necessary for vocational success as industrial skill.

The danger of vocational guidance lies not only in the fact that it leads too early to over-emphasis of special interests and to training in special lines of work, and thereby cuts off the opportunity for a broader training, but in the fact that, lacking scientific accuracy, it may suggest the wrong kind of special training. At the present time there is grave danger of vocational guidance becoming vocational misguidance. Misguidance is all the more likely where the vocational expert himself has had no training

in the vocations into which he is sending his victims and possesses no accurate and detailed knowledge of them. Seemingly this limitation of the expert does not temper and give pause to his endeavors.

### Teaching Fundamentals First

There is without a doubt a certain degree of specialization in the capacities and talents of individuals. But since it is impossible to find out what they are before the child has reached a certain maturity, it is an educational blunder to attempt to train him for any specific vocation, especially since such training will, as I have already suggested, limit his chances for a broader education. The school period should not be one of narrow specialization, but a period of general growth and development, in which the foundation is laid for right thinking. In the long run the best preparation for life is that which gives the proper concepts for such thinking.

I am not opposed to vocational training at the proper time, but I do not believe that it should be forced upon immature boys. If the school will give its whole time to teaching the boy the fundamentals in language, mathematics, science, literature, and history, and thereby acquaint him with the world's best thoughts, ideals, and actions, so that he may have the material and standards for thinking—if the school will do this, later vocational adjustment and training will be all the better provided for. It is not training in the narrow routine of a special trade or profession that the school boy needs, but a broad knowledge—an intellectual and moral back-ground that will serve as a basis upon which he can adjust himself, not only to the matter of earning his bread and butter, but to something besides mere business and industrial efficiency.

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## FOUND A TRADE SCHOLARSHIP

In England, as well as in this country, manufacturers are taking a lively interest in industrial education, says *The Indianapolis News*. A scholarship and an exhibition have been founded at the University of Leeds for the purpose of giving the holders a training such as will enable them to assist in the development of the industry. A sum of about $22,500 has been placed in trust for the purpose by two Whitehaven manufacturers engaged in the leather and coal industries, and this will provide a scholarship of the annual value of $450.

## INSTRUCTOR TELLS GRANGE ABOUT EDUCATION

### H. L. Case Says Purpose of New York State Agricultural Department Is to Give Practical Courses to Boys

H. L. Case, instructor in agriculture in the Union-Endicott High School, of Binghamton, New York, visited Union Center Grange near that city recently and talked on "Agriculture in the High School and What It Stands for in the Community."

"Educators have for some time recognized that our schools have not provided for one of the most essential phases of education, that of industrial training," he said.

"Only for the past few years has this phase received much attention, but the economic needs of our people have become so obvious as to demand adequate instructions along these lines in the public schools. City schools are now maintaining trade courses and home-making and rural high schools are rapidly establishing courses in agriculture and home-making, until now we have in New York State 68 high schools giving instruction in agriculture. The Union-Endicott High School is the first in Broome county to introduce a four years' course in agriculture.

"The purpose of this department is to give such practical courses in agriculture as to materially aid farm boys in the work of the farm and home, thereby producing more intelligent workers and improving rural conditions. The course may be covered in two years, but it is recommended that the student take such subjects in the academic course as advised in the outline, thus taking four years to complete the course, and thereby becoming eligible for the regular High School diploma.

"The aim of a course in agriculture is not only to give school instruction, but to connect the school life with the home life of the community and to correlate the school instruction with local farm practice, to exchange ideas and experiences with farmers to the end that we may help to unite the agricultural interests of the community.

#### Home Project

"While we have no school farm for teaching the art of agriculture in the school, yet with the co-operation of parents it is possible to teach such concrete methods of the art that the student may apply them to certain agricultural practices on the home farm.

"The home project carefully studied and planned at school and diligently carried out at home furnishes a practical and feasible substitute for the work on a school farm.

"Each student in the agricultural course must choose a home project along the line of the agricultural subject which he is taking or has completed at school and under the teacher's guidance carried on. The 7½ counts for each year's course includes the completion of the project. Extra counts may be secured for the project if it is of extraordinary merit.

"A boy taking a whole four years' course in agriculture is not required to carry out the fourth project, that is, he must carry out three projects during his whole course.

**Agricultural Course of Study**

"First year agriculture—Mechanical drawing, farm mechanic and poultry.

"Second year agriculture—Soils, fertilizers and farm crops.

"Third year agriculture—Animal husbandry, dairying and fruit growing.

Fourth year agriculture—Farm management, farm engineering and machinery.

"Two of the above courses are given each year, alternating, that is, first and third year subjects are given one year and second and fourth year subjects are given the next year. This year the instructor in the Union-Endicott High School is teaching first and third agricultural.

"A short course in general agriculture may be given this winter if there is a sufficient number of students who would be interested in taking such a course.

"The success of the work will depend to a large extent on the co-operation received from the farmers in the community. The agricultural department will be glad to assist farmers in any way possible. The agricultural department is provided with a large Babcock milk tester and would be glad to receive samples of milk to be tested for butter fat, also samples of soil to be tested as to its acidity and need of lime. The agricultural department has a fine agricultural library which is at the disposal of those in the community interested in agriculture. The inspector would also be pleased to assist farmers in balancing rations, testing the germination of seeds, surveying for drainage and starting a set of cost accounts.

"More than 45 farmers are registered for the farm demonstration school which is to be held this winter in connection with the agricultural department and in co-operation with the extension department of the New York State College of Agriculture."

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## VIRGINIA'S SCHOOLS PROGRESSING

*(Norfolk, Va., Pilot.)*

In his address on "The Year's Progress," delivered before the Educational Conference in Richmond, State Superintendent R. C. Stearnes cited certain facts and figures which indicate remarkable activity on the part of those charged with the training of the young in the Old Dominion. As an evidence of the interest shown in education during the last twelvemonth the State Superintendent declared that:

More than one million dollars were expended for schoolhouses alone, while plans for scores of new buildings are under way.

Thousands of dollars were contributed out of the private purses of school patrons.

The increase in enrollment was more than 28,000.

The school revenues reached a total of $6,825,451.29.

White illiteracy, between the ages of 10 and 20, has been reduced from 24,521 to less than 12,000.

Negro illiteracy, between the ages of 10 and 20, has been reduced from 31,294 to less than 19,000.

Buchanan County, in 1910, had 1,229 illiterate children between 10 and 20 years of ago; to-day it has only 279 illiterates. The percentage has been reduced from 22.2 to 8.2.

The school enrollment, session 1914-15, was 442,966; this session it is about 470,000.

Within the last three years the increase in enrollment has been more than 61,000—as much indeed as the increase of the preceding nineteen years.

New courses of study—the work of nearly a hundred leading educators—have been prepared for the elementary and high schools.

The study of domestic science, agriculture and the manual arts will be especially encouraged and fostered.

A plan for the standardization of one and two-room rural schools has been devised.

## CORRECTING FAULTS IN SHOP TRAINING

### Better Physical Average in Co-operative Course Than in Other High School Branches in the York, Pennsylvania, Schools—Have Earned $32,000 in Four Years

Since the establishment of co-operative industrial education in the York, Pa., public schools, four years ago, approximately $32,000 has been earned by the young men enrolled in the course at the high school. During the first year of the course the pupils, who are being paid from seven to fifteen cents an hour during the alternate weeks they are employed in local manufacturing plants, were paid $2,613.55. During the past three years the earnings have been averaging $10,000 annually.

The installation of an auxiliary shop in the Duke Street school building, facing South Court Avenue, is expected to further increase the efficiency of the special education for boys desiring to follow trades, notwithstanding that the achievements to date have been beyond the expectations of the school officials, due largely to the hearty co-operation of the manufacturers. In serving an apprenticeship in any shop, variety of output and the attitude of foremen determine the number of machines to which the journeyman has access. He may not have had a chance to work on a complete series of machines, familiarity with which is a desideratum. In order to provide for this contingency, a full equipment of standard machines has been installed by the school officials in the school shop. Hence, this supplementary work will supply shop deficiencies.

### Expansion of Trade Opportunities

In the establishment of the course the trade of machinist was the only one the young men could follow, the plants of five manufacturers being opened to the shop work. Since then pattern making, cabinet making, plumbing, auto repairing, auto building, molding and electrical work have been added to the course, and the pupils doing work in eleven local manufactories.

According to City Superintendent Wanner, the physical development of the industrial course pupils is more marked than in the other branches. The alternative week plan seems to strike the right balance. One week of physical exercise in the shop, followed by the school week of less strenuous physical exertion,

has given the boys a bodily stamina that puts them above the average high school boy physically.

More commendable progress has been made by the boys during the past year than any previous one. They have come to realize that there is a vast store of related material to be found in books that may be used with advantage in performing their work in the shop. Many of them have made their own tools to work with in the shop, and several have constructed small engines of their own design. The boy's alertness and ability to do his own thinking in the shop is manifested by the several prizes that have been won by the industrial boys for suggestions for improved shop methods in the shops where suggestions for improvement are encouraged with commensurate remuneration. Another mark of recognition for the industrial boys to do work, as compared with the average mechanic, in workmanship and speed of production, has been the premium and piece-work money allowed in shops where those wage systems prevail.

## Changed Attitude of Pupils

According to the school officials, many high school pupils are not capable of deciding what occupation they want to follow as their life work. They are mentally too immature. Boys are attracted to the co-operative course and not long after assignment to shops it is discovered that some possess neither manual adaptability nor mental inclination for that kind of work. They are out of place. The sooner a change is made the better for all concerned. This is done so far as practicable. Hence, as a result of transfer to other courses, as well as from other causes, the withdrawals from the industrial course have been fully as great as from other departments.

Professor Wanner also says that want of continuity in the course exerts an influence on pupils. After the week in the shop the boys have difficulty in picking up the school end when they return the following Monday. This want of attention is decidedly noticeable on Monday, but wears off during the day, and is not in evidence the remainder of the week, at least not in such form as can be charged to alternation of school and shop work.

There is, however, another disturbing factor of far greater influence which the city superintendent sees. This is nothing less than a complete change in the boy's attitude toward school

work. In the shop he has been doing something worth while. He is a producer. He has helped to create great machines. In school he now sees too much discussion, too much aimless interpretation and repetition of what other people know and do. It lacks purpose from his viewpoint and he is not in sympathy with much of it. The remedy suggested for this attitude is to better correlate the school curricula with the business and manufacturing demands of the community.

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## CO-OPERATION SYSTEM SOLVES BIG PROBLEM

### Dr. Haaren, Associate Superintendent of Schools of New York, Reports the System a Success

Dr. John H. Haaren, one of the associate city superintendents, is director of the co-operative system of education in the high schools of New York and he has made his first report. It is a most interesting document.

The co-operative system is new to New York City, but in Cincinnati, Dean Schneider, of the College of Engineering, of the University of Cincinnati, had it in operation for several years, and he was employed to advise Dr. Haaren in his efforts to establish the system in New York.

The co-operative system is based on an agreement between a group of employers and the school system, whereby the employers agree to institute and carry on a thorough and comprehensive apprentice course in their particular lines of business, and the schools agree to give the pupil both general and specialized instruction. The pupils are usually divided in two sections, one section being at work outside the school and the other working in the school. The outside work and the school work alternate weekly. The pupils are paid while at work in shop, factory or office, and are amenable to all the rules governing the regular employes.

### How the System was Inaugurated

Dr. Haaren began the task of introducing the new system less than a year ago. To assist him "co-ordinators" were appointed in some of the high schools. These co-ordinators are teachers, who supervise the work of the pupils in the outside activities and the conditions under which they are employed.

The process of getting the co-operation of employers to the

extent of agreeing to take boys or girls in pairs was not easy. The scheme had to be explained to employers individually. The co-ordinators had to pay a number of visits to the officers of firms, and decisions had to await in many instances until boards of directors, managers, superintendents and foremen had been made acquainted with the plans. This required tact, skill and perseverance.

The new plan had also to be explained to parents and pupils, by co-ordinators, principals and the associate superintendents. Pupils were not selected hap-hazard; they were carefully chosen. Nor was every employer who signified a readiness to co-operate accepted. Care was taken that pupils should not be exploited for the sole benefit of the employer. The employment had to offer fair chances of promotion and a fair wage for experienced men or women.

### Pupils Find Satisfactory Employment

In some cases pupils selected for the co-operative scheme were in their last year of school, and Dr. Haaren says it is interesting to note that in all these cases, with one exception, pupils on graduation were taken into regular employment by the firm at a satisfactory wage.

The experiment was begun with the opening of the spring term, on February 1st last, and was carried on to August 1st. The ten high schools conducting the courses began active work at different periods; one school began as late as May 10th.

The total number of co-operating firms was 63, divided as follows: Art work, 2; art metal work, 1; automobile mechanic, 1; cabinet making, 1; clerical work, 20; corset makers, 1; drafting, 1; dressmaking, 6; electrical machinist, 1; electrical automobile repairs, 1; foundry, 1; garment cutting, 1; gas producing, 1; lens grinding, 2; linotype operating, 1; lithographing, 1; machine shop, 14; muslin underwear, lingerie, 2; patternmaking, 1; printing, 1; real estate, 1; salesmanship, 5; steam fitting, 1.

In nineteen occupations there were 103 pairs of boys employed, and in six occupations 65 pairs of girls were employed; total pupils, 336.

### Earned Wages While Being Educated

In technical, clerical and trade positions, the boys worked an average of 14.78 weeks, and the girls, 14.4. The amounts earned were: Boys, $8,370.45; girls, $5,563.90, a total of $13,-

934-35. The average earnings were: Boys, $5.44; girls, $5.99.

In the course of his report Dr. Haaren says:

"The apparent anomaly of the higher average wage per week credited to the girls, as compared with the corresponding item concerning the boys, may be traced to one or both of these two factors in connection with clerical and trade occupations; the girls filled large numbers of positions almost uninterruptedly during the term, as in the case of the Bryant High School, Bushwick High School and Newtown High School; a higher initial wage was given the girls in a number of cases although the opportunities for advancement were not so many or certain as in the case of the boys.

"Although the law in the State permits the employment of children between the ages of 14 and 16 subject to certain conditions, it was difficult to place those under 16, except where coordinators succeeded in pointing out to the firm that these students would leave school unless they found gainful employment. It was not the intention to send to work children under 16. It was rather the desire to save them from leaving school entirely and taking up work that leads nowhere. During the ensuing term no students under 16 will be encouraged to go to work.

**Acquire a New Sense of Obligation**

"From the beginning of this work it was apparent that much more than a school enterprise was involved. The open-mindedness of officers interviewed is shown by such expressions as this:

"I believe that the plan, if it will do nothing else, will solve the problem of placing where they belong boys and girls with a high school education. I have often wondered how boys and girls graduated from high schools could adjust themselves to positions if they found them at all, without sacrificing much of what they learned for the sake of getting a mere job."

"Another evidence of broad vision and a sympathetic attitude toward the plan was the readiness on the part of many firms to enter into co-operation purely for the civic good it might do. One firm that had not engaged boys as apprentices for ten years, mainly because of the difficulty it had found in procuring suitable boys, agreed to give the plan a trial by taking one pair. This was increased in a few weeks to two pairs, and later to three pairs, with the prospect of accepting altogether five pairs for the ensuing term.

"The moral value of the practical work on students per-

formed under commercial conditions was evident in every direction. The co-ordinators reported that among other noticeable improvements some stood out more prominently than others. These were that the students acquired a commercial and industrial intelligence; that their personality matured from attrition with adults and purposeful work; that in general they took a more serious attitude toward school work, and that the questions of what to do for a living and what was one's place in life were some of the problems in which the boys and girls showed a deep interest. Perhaps the most conspicuous improvement from the moral aspect was their newly acquired sense of obligation, particularly in regard of what was expected of them as citizens."

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## PITTSBURGH SHOP GIRLS GO TO SCHOOL

For over a year shopgirls of Pittsburgh have been going to school religiously and with marked efficiency results. The dainty misses who wrap your bundles and come at the call of "cash" are improving themselves and adding greatly to their usefulness while they work. And the employers are not worried because of the frightful number of working hours lost in infinity because of this schooling at their expense. They see hope for the future and believe that the girls in bettering themselves will become commercial assets which will bring large dividends to their employers.

It is the younger maids only who are thus having education thrust upon them; the slender ones between fourteen and sixteen years. After January 1 they will go to school in the stores, because it will be the law that they must do so. Up to that time, however, they will have gone because of the generosity of their employers, who have been conducting experimental work along the lines laid down in the new law. The experiments have been conducted in four of the city's greatest and most famous stores, all under the direction of the Board of Education, represented by its teachers of the Continuation School.

Uniform success has met the efforts in all four of the vast emporiums, the more remarkable in that the progressive managements, not without some misgiving, freely offered their facilities and employes to the Board of Education and aided materially in making a real success of the movement which is found to cost them dearly in dollars and cents as represented by the lost time of their young employes.

## UNIQUE VOCATIONAL SCHOOL IS DESCRIBED

### New Britain Pre-vocational Grammar School Has Forty-two Teachers and Nearly 1,000 Pupils

Principal William M. French of the New Britain, Conn., Pre-Vocational School, in a recent address said that from a small school the New Britain Pre-Vocational Grammar School has grown to a school with 42 teachers and nearly 1,000 pupils. There are four general courses, the general course itself, the business and English course, practical arts for girls and practical arts for boys. There are two teachers whose only business it is to advise boys and girls to their future vocations.

In the business and English course such subjects as bookkeeping, stenography, etc., are taught. The general course includes subjects for preparing pupils for academic life. The practical arts course for boys includes carpentry, jobbing, printing and similar subjects. For girls practical arts offer courses in cooking, domestic economy, sewing, etc.

Boys and girls who successfully complete their work are dismissed from school promptly at 4 o'clock. Those who have been slow in their work are kept until 4:30, and are given special lessons during the additional half hour.

Pupils entering the school in grade seven are allowed to elect from the four courses. At present the school contains 385 pupils in the general course, 244 in business and English, 259 in practical arts for boys and 139 in practical arts for girls. The final choice of a vocation is not left to the pupils, but to their parents.

### Help in Choosing Vocations

By means of circulars, meetings of parents and personal conversation the parents are informed of the work of the children, and are allowed to form judgment on the best vocations for their boys and girls. Changes in courses are allowed at any time during the child's study. To change from one course to another, however, the consent of the parents is required.

The advantages of this school are declared to be many and obvious. It makes the children interested in school work. It gives them an opportunity for practical experimentation. It keeps the parents well informed in the work of the children. It gives children a liking for school which keeps many of them studying after they have passed the age of compulsory education.

The disadvantages, also, are many, but they are being done

away with year by year. One disadvantage is that of securing teachers who are well trained to the work. Another is that of adapting the plant to the scheme.

## VOCATIONAL EDUCATION IN IDAHO

In an interesting report of the work of the public high schools of Idaho, Dr. E. O. Sisson, State Commissioner of Education, lays special stress upon the need to teach high school boys and girls those things which will contribute toward greater efficiency in life. He believes the work of the high schools should prepare the pupil to be happy and efficient in his life work in home, field or workshop. He does not plan to stress the so-called cultural subjects less, but he believes in giving special emphasis to practical work in agriculture, home economics and sanitation.

## GENERAL EDUCATIONAL NOTES

The fourth annual report of the Louisville, Kentucky, Board of Education, which has just been issued, contains much interesting information concerning the public schools of the city. It costs $528.04 to educate a Louisville girl and $568.20 to educate a Louisville boy. These are the exact figures for eight years in the elementary schools and four in the high schools, the calculation being based on the latest available figures—those for the school year 1914-15. According to this report, the average per capita cost per pupil in the elementary schools of the year was $35.94. The per capita cost in the Girls' High School was $60.13; in the Boys' High School, $70.17, and in the duPont Manual Training High School, $121.75.

Opportunities for education beyond the elementary grades are rapidly becoming more widespread in West Virginia, and at the present time there are but three counties in the entire state where high schools have not been established. At the present time there are one hundred and fifty-three high schools in West Virginia, and of this number seventy-five are ranked as first-class, forty-six are second-class and thirty-one third-class. Seventy-eight new high school buildings have been erected during the past five years, representing an outlay of approximately $3,500,000 and more than $250,000 have been invested in equipment to furnish them. A recent development in state educational work has been the reorganization of night schools, particularly in the mining sections. At these schools the subjects taught generally are elementary, but in some communities there is specialization in agriculture and commercial subjects. In the mining communities, where the enrollment consists largely of foreign-born workers, the courses are arranged especially to prepare for citizenship.

The Georgia School of Technology, at its midterm meeting approved plans for the development of a department of commerce and business. It is expected to become one of the big features of Tech.

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Since opening the Tampa school of household arts for this term, says the Tampa, Florida, *Times,* more than fifty colored women actively engaged in various kinds of service in the best homes of that city have been enrolled. The Tampa Gas Company and the county school board have arranged for every possible convenience for the training of the girls who attend the colored high school and the cooks and maids who desire to make themselves more efficient in their branches of home work. The school girls are taught cooking, sewing and general housekeeping, and are furnished everything necessary for practical work in the care of all parts of the home. The adult classes are given a course of twenty lessons in cookery, but have the advantage of a well-prepared lecture course in good housekeeping, sanitation, etc. The school promises employment to all woman who attend the classes. Thus far more than twenty-five girls have secured positions through this medium, and applications are received daily for trained help from this institution. Requests have come from Georgia, South Carolina and even far-away New York for women trained in this school.

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Dr. William M. Davidson, superintendent of the Pittsburgh schools, who was the chief speaker at the State School Directors' Association, recently declared that industrial training should have more attention and that more teachers should be assigned to such work.

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The government bureau of education is co-operating with the board of education, of San Francisco, in making a survey of that city. The San Francisco *Call* says: "The results will reach further than San Francisco. Already it is being closely watched by the state department of education. Radical changes are expected to be effected through it in both city and state educational methods."

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The board of trustees of the Connecticut Agricultural College have voted to make use of the farm in Georgetown, which was bequeathed to the state a number of years ago by Edwin Gilbert of that place, by establishing there an agricultural school, one of the functions of which will be to prepare students for the agricultural college at Storrs.

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First steps toward teaching manual training in the rural schools of Ramsey county, Minnesota, were taken when a score of county teachers received their first lesson in that work at the Madison school. The class will meet each Saturday for an in-

definite period. Our rural teachers are fairly well trained and equipped to instruct girl pupils in practical work, such as sewing and other useful household tasks, but they have had no experience in manual training which the boys should have," said George H. Reif, county superintendent, at the opening of the class.

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That a summer or vacation school be established in Asheville, North Carolina, next year for the benefit of the 400 or more pupils in the public schools who are below grade, is the recommendation of Superintendent of City Schools Harry Howell to the city commissioners, after a careful study of one of the most important problems which confronts educators today. With the approval of the commissioners this plan will be put into effect, and according to an estimate made by Superintendent Howell, will result in annual saving to the city of approximately $4,000 annually in the administration of the schools, says the Asheville *Citizen.* It is proposed to have the summer school in session for a term of six weeks. In addition to the saving to the city, it will mean the saving of much valuable time to the pupils themselves, and incidentally, hundreds of dollars to their parents.

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A bill, appropriating $350,000 for the construction of a normal and training school to be located in Nassau County or Suffolk County, has been introduced in the New York legislature by Assemblyman McWhinney.

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Chairman Hoke Smith, for the committee on education, has submitted to the Senate a report recommending passage of the vocational education bill. It appropriates graduated amounts annually until 1925, beginning with $500,000 this year, as Federal aid to the states in vocational education. Beginning in 1924, the annual appropriation of the government for this purpose would be $3,000,000.

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The school board of Indianapolis, Ind., has established an all day vocational school for girls. An evening vocational school for home making. If found necessary, a part time school will be established.

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Plans are being perfected in a number of townships in Madison County, Indiana, for summer vocational schools at the country school houses, where scientific farming and domestic science are to be taught.

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Of the total amount expended by the State of Texas for government practically the same percentage goes to education as in 1890. Of each dollar spent by the government last year 56½c went for education, 46.3c to the common schools and 10.2c to the institutions of higher learning.

John Hurley, Superintendent of Hopkins County, Texas, has twenty-three rural schools already promised state aid under the terms of the "Million Dollar Rural School Bill," recently made a law. He estimates that each school will receive an average of about $375. There are thirty-one districts in the country now levying the maximum school tax, with petitions under way in two other districts. Seven new rural school buildings have been put up in the past twelve months, and several old buildings remodeled.

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The Atlantic County, New Jersey, agricultural schools offer a six weeks' course in fruit, vegetable and truck growing. The courses opened simultaneously in all agricultural schools in the county and are for the benefit of those men who were unable to pursue a full winter's course.

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So important has the subject of good roads become that special courses in road work have been established in eighty-three of the universities and colleges of the country.

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The executive committee of the Philadelphia Chamber of Commerce has given its hearty approval to the effort which is now being put forth by the United States Government to institute a systematic plan of education of immigrants. In this work the co-operation of the school authorities in the large cities is being enlisted and the executive committee has instructed the Industrial Bureau of the Chamber of Commerce to aid the government officials in every way possible in establishing such a program of education in connection with the public school system of Philadelphia.

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The first vocational school in an Indianapolis factory has been organized by the Hahn Tailoring Company for the educational benefit of its employes.

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New Britain, Connecticut, is jubilating because it has received from the State the machinery in the trade school there, valued at $16,000, for its vocational high school. This is an instance where a city has deemed it a wise investment to take over the state trade school and provide for its maintenance.

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The Women's Industrial League and Training School for Domestics, of Baltimore, was recently organized with the object of teaching domestic skill and economy to young housewives who have small apartments and limited means, with perhaps no maids to assist them; and also to stimulate a pride and pleasure in homemaking as a vocation.

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For the second time in four years Miss Annie Wolfe, seventeen-year-old girl of Mineral, has brought distinction to Bee County, Texas. In the State competition participated in by cham-

pion canning club girls from twenty-five counties, the Bee County girl has been awarded the prize, a scholarship to the College of Industrial Arts at Denton.

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The sixth class in selling and business methods under the auspices of the extension division of the State University of Washington, has been organized to provide room for the increasing number of employes of downtown firms in Seattle seeking to broaden their education. Already 106 students have enrolled in the course and the new class is expected to add many more. The study of selling and business methods is regarded as the fundamental course of the department devoted to business education, being designed to give the students a practical knowledge of organization, practice in salesmanship, study of the psychology of influencing patrons, and similar branches.

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Columbus, Ohio's, new vocational school is now in use. Between 400 and 500 children use the building daily. The pupils come from the seventh and eight grades and the high school. The building is planned more on the order of a modern shop than a school building. It contains nearly 3,000 window panes. In the new building instruction will be given in work that has not been possible heretofore in the manual arts department. Classes will be organized in iron working and in advanced carpentry. As many of the pupils in the high school come from the country, one course also will be devoted to manual training work that will be especially useful on the farm. The new building also will be used for the work in botany, agriculture and physics.

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William P. Dearing, president of Oakland City College, Illinois, has announced that Mr. and Mrs. Jacob P. Cronbach, of Mt. Vernon, Ind., have given to the college the buildings which formerly were occupied by the DeWitt-McIntyre gear and bending works. They will be remodeled and used as the home of a modern industrial school, which is to be called the Cronbach Industrial School of Oakland City College.

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Vocational training in the public school in the form of a course in salesmanship was favored by Lee B. Nusbaum, in addressing the salesmanship class of the night school at Richmond, Ind. He argued that salesmanship training to the student who leaves school before he is sixteen years old is more essential to his ultimate success than Latin, French or Algebra for which he has no use. He asserted his belief that the time would soon be here when such a department of education will be established. "Not until salesmanship receives the same attention in the schools as do the classics will the students think salesmanship preparation necessary to the successful filling of a position," Mr. Nusbaum said.

# Committees of
# The National Association of Corporation Schools
# 1915-16

## Trade Apprenticeship Schools

Mr. J. W. L. Hale, *Chairman*,
Massachusetts Board of Education,
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J. M. Larkin,
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## Advertising, Selling and Distribution Schools

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Remington Typewriter Co.,
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Dr. Louis I. Dublin,
Metropolitan Life Insurance Co.,
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R. H. Puffer,
Larkin Co.,
Buffalo, N. Y.

H. A. Hopf, Phœnix Mutual Life Insurance Co.,
Hartford, Conn.

Frederick Uhl,
American Telephone & Telegraph Co.,
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William R. DeField,
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Addressograph Co.,
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## Retail Salesmanship

James W. Fisk, *Chairman*,
Lord & Taylor, 5th Ave, & 39th St.,
New York, N. Y.

Miss Beulah Kennard,
105 West 40th Street,
New York, N. Y.

Miss Lilian Meyncke,
The Rike-Kumler Co.,
Dayton, Ohio.

H. G. Petermann,
United Cigar Stores Co.,
New York, N. Y.

Ralph W. Kinsey,
Dives, Pomeroy & Stewart,
Reading, Pa.

## Employment Plans

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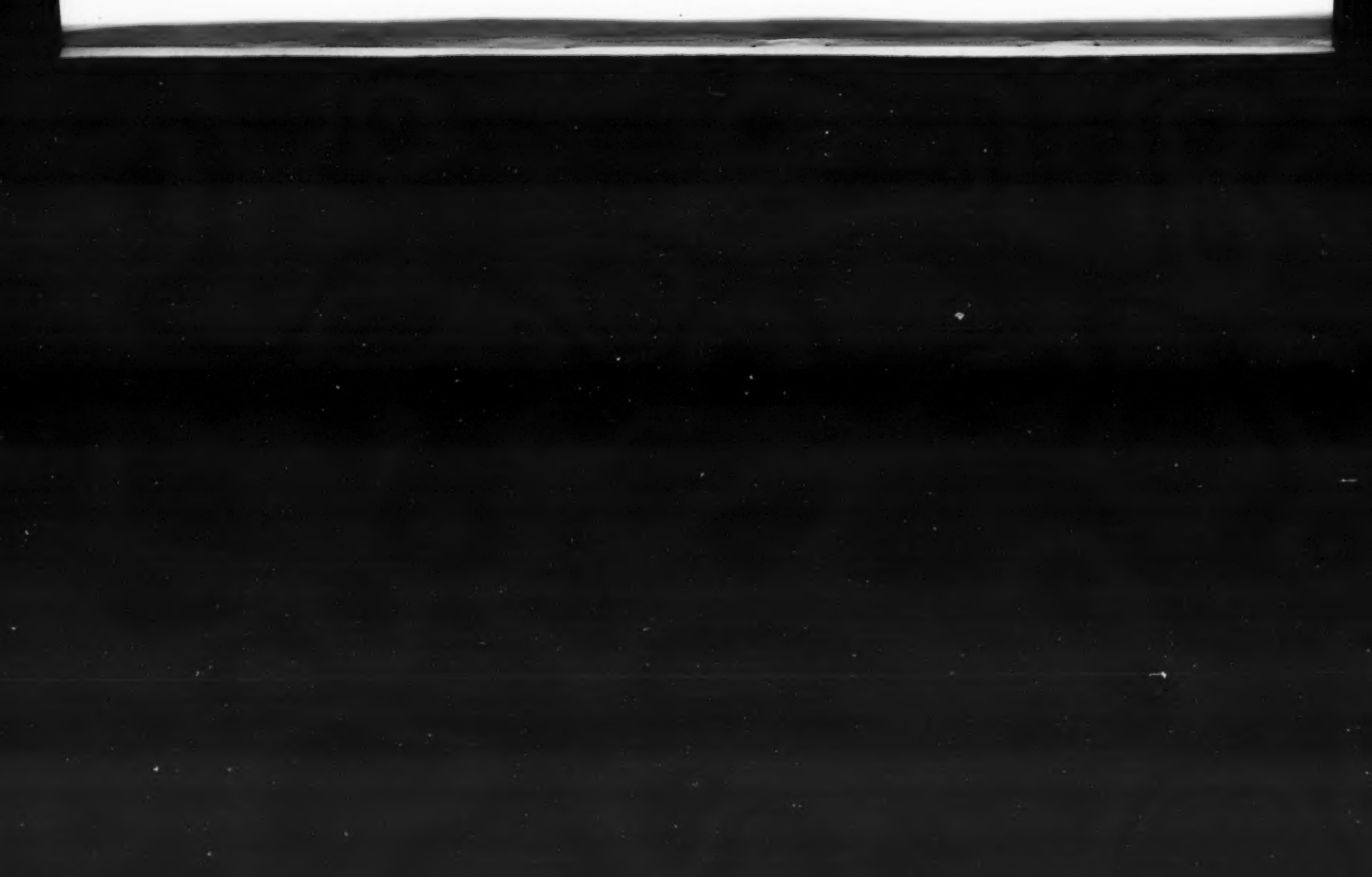
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